

Standard USHC-6: The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

USHC-6.3 Compare United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States' role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy." (H, G, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In the 5th grade, the students summarized actions by the United States that contributed to the rise of this nation as a world power ... including...the role played by the United States in the building of the Panama Canal ... (5-3.6).

In 7th grade, students compared differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth century (7-4.4).

In Global Studies, students explained the economic and cultural impact of European involvement on other continents during the era of European expansion (GS 4.2). They explained the significant political, commercial, and cultural changes that took place in China in the nineteenth century, including the unification of Chinese culture and the motivations and effects of China's changing attitudes toward foreign trade and interaction (GS 4.1). and compared the collapse of Chinese government and society to other political actions of European, Asian, and African nations in the era of imperial expansion (GS 4.5).

It is essential for the students to know:

As United States policy changed to imperialism based on the need for new markets, American policy for China and Latin America became more aggressive. In China, European countries had special trade privileges in areas called 'spheres of influence.' However, the United States did not have such a sphere. In an effort to open trade with China, the United States issued a series of diplomatic notes asking that all foreign powers allow other foreign powers equal opportunity to trade within their sphere of influence. This **Open Door Policy** was not designed to help China. However, it did lead to increased economic opportunity for the United States. The success of the Open Door Policy was due, like the success of the early Monroe Doctrine before it, to the relationship of the United States with the leading world power, Great Britain. When the Chinese resisted foreign encroachment on their sovereignty, the United States took a leading role in putting down the Boxer Rebellion, further alienating the Chinese.

The United States' involvement in Latin America increased after the Spanish American War. The Platt Amendment to the Cuban constitution brought about an extended American supervision over Cuban affairs and the right to lease a military base at Guantanamo Bay. President Theodore Roosevelt's Corollary to the Monroe Doctrine (USHC 3.2) described the role of the United States as a policeman that would keep European powers from intervening in the Western Hemisphere. This **"Big Stick" diplomacy** increased the profile of the United States on the world scene when the United States intervened in several Central American countries taking over their customs houses and collecting taxes to pay trade debts owed to European nations to prevent the Europeans from using military power to collect those debts. President William Howard Taft supported **dollar diplomacy**, promising to protect the investments of American businesses in Latin America with a guarantee of United States intervention if any problems arose, thus increasing both American investment and control. President Woodrow Wilson vowed to use **'moral**

diplomacy’ to intervene in Mexico to ‘teach the Mexicans to elect good men’ while also supporting the economic interests of American businessmen in the Western Hemisphere. Each president’s policy involved the United States more deeply in affairs in the Western Hemisphere, angered the neighbors of the United States in the hemisphere and increased the American role in world affairs.

Imperialism in Latin America was also manifested in the United States’ support for the **Panama Revolution**, subsequent construction of the Panama Canal and the American control of the canal until the end of the 20th century. When the government of Colombia refused to accept the American offer for the Isthmus of Panama, the United States sent gunboats to support the bloodless revolution of the Panamanians. Then the leader of the revolt signed a treaty giving exclusive rights to build a canal to the United States. This alienated the Colombians, but gave the United States a foothold in Central America for almost a century. Eventually, the Panamanians also resented the American presence.

It is not essential for the students to know:

Students do not need to understand details about United States involvement in governing Cuba, Puerto Rico, Panama and the Philippines. They do not need to know details about the rebellion of the Filipinos against the occupation of the Americans. They do not need to know about Theodore Roosevelt’s use of the Great White Fleet to show off America’s naval superiority. They do not need to know details of Wilson’s intervention in Mexico such as the incident at Vera Cruz or the futile efforts to capture Pancho Villa [however this will help students to understand why the Zimmerman note was viewed as a threat by the American people and why the Germans did not see the United States army as a military threat in 1917]

Assessment guidelines:

Appropriate assessments will require students to **compare** United States foreign policies in Asia and Latin America during the early 1900s and **compare** the purposes and effects of the policies of Presidents Teddy Roosevelt, William Howard Taft and Woodrow Wilson. They should be able to **summarize** both the intention and outcome of United States foreign policies in general and **infer** the impact of American actions on worldwide perception. Students should be able to **interpret** maps and political cartoons and **infer** their relationship to information about the time period.